

UDK 629.7:[378.147:811.7.111]

DOI 10.33251/2522-1477-2021-9-156-161

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MODERN INNOVATIONS IN FOREIGN LANGUAGE TEACHING IN AVIATION HIGHER EDUCATIONAL ESTABLISHMENTS: COMMUNICATIVE ASPECT

The purpose of this study is to disclose the optimal didactic capabilities of modern innovations used for improving the system of aviation specialists' foreign language training in order to achieve a sufficient level of communicative competence. The purpose of foreign languages teaching at higher aviation educational establishments is to master the language as a means of communication and to acquire professionally oriented foreign language competence for successful performance of future professional activities. Achieving a high level of foreign language communicative competence's formation is possible only if the efficiency of the educational process and the level of future aviation specialists' knowledge is increased, appropriately using innovative methods in training, which include, nowadays, such approaches to foreign language teaching as: interactive methods of teaching and using technical teaching aids (computer and multimedia). Interactive technologies create favorable teaching conditions, in which future aviation professionals feel their success and intellectual ability. The use of technical teaching aids, namely a personal computer, not only displays but also processes information, implementing the most important didactic principle of feedback, which allows teachers to use it not only to provide educational information, but also to manage educational activities. Modern innovations for future aviation specialists' foreign language teaching help to increase the development of skills of search, analysis and structuring of information, motivation to study professionally oriented English and the formation of a sufficient level of professional competence, social, communicative abilities and skills of the future aviation professionals, namely, their competence.

Key words: *aviation specialist, communicative competence, personal computer, professionally oriented English, up-to-date teaching technologies.*

Introduction. Today, the intensive development of the information society leads to the need for higher education students to acquire a whole range of competences, including communicative competence. Foreign language communicative competence expresses the necessity of social and communicative interaction in the multicultural sphere, and therefore, becomes a subject of specialists' attention in various fields.

The recent significant changes in the Ukrainian educational system have a significant impact on the foreign languages teaching process. In European integration foreign languages training of students is one of the important components of the current educational system. The purpose of foreign languages teaching at higher aviation educational establishments is to master the language as a means of communication and to acquire professionally oriented foreign language competence for successful performance of future professional activities. The effectiveness of professional

education of the future aviation specialist, part of which is knowledge of a foreign language, is determined by the adopted educational concept and model of an aviation specialist training, which is based on this concept. Therefore, the first place is taken by the competency-based approach, in which the main is the result of the training. The competency-based model is based on competencies and is designed to ensure greater mobility of future aviation professionals in the labor market conditions. The above-mentioned facts necessitate wide implementation of innovative technologies based on the principles of "a subject - a subject" interaction and these facts are able to provide a sufficient level of professional competence, social, communicative abilities and skills of the future aviation professionals, namely, their competence.

Review of recent sources of research and publications. The works of foreign and domestic researchers were devoted to the development and formation of foreign communicative competence of the future specialist, namely: T. Avanesova, L. Birkun, N. Havrylenko, R. Johnson, M. Yevdokimova, I. Zymnia, V. Zykova, O. Iskandarova, H. Kytaihorodska, Ye. Komarova, T. Kuskova, N. Kucherenko, T. Luchkina, Y. Maslova, P. Milrud, Ye. Passov, A. Samsonova, V. Safonova, L. Fishkova, L. Khalyapin, D. Hymes, I. Tsaturova and others. Scientific works by O. Akimova, I. Asmukovych, L. Herasymenko, N. Dupikova, A. Kyrychenko, Ye. Kmita, D. Macmillan, T. Malkovska, O. Moskalenko, A. Pchelinov, I. Feinman and others were devoted to the foreign language communication in the sphere of aviation. The problem of the forms and methods improving of a foreign language teaching is quite relevant in the sphere of higher education. Much attention is paid to informatization of educational process, which is highlighted in the works of following researchers: A. Bohush, B. Hershunskyi, M. Zhaldak, H. Kozlakova, Yu. Mashbyts, V. Monakhov, I. Khmeliuk and others. Modern scientists are constantly looking for ways of increasing students' cognitive interest in learning a foreign language in higher schools (M. Burgin, V. Zhuravliov, V. Zahviazytsky, N. Yusufbekova). One of the ways to solve this problem is to find new ways to use innovative technologies in education.

Setting an objective. The objective of the article is to highlight the problem of finding the optimal didactic capabilities of modern innovations used for improving the system of foreign language training for aviation specialists in order to achieve a sufficient level of communicative competence.

Presentation of basic material. The foreign language communicative competence of the individual is considered by scientists from the standpoint of personal, system-structural and acmeological approaches. The personal approach assumes that foreign language communicative competence is the actualization of foreign language competencies as basic skills and involves readiness to demonstrate competencies, knowledge of the competence' content, experience of demonstrating competence in various standard and non-standard situations, attitude to the content of competence and object of its usage, emotional and volitional regulation of the process and result of the competence usage. From the standpoint of the system-structural approach, foreign language communicative competence is a system with the following components: communicative and cognitive abilities, cognitive activity, motivation, creativity and readiness for foreign language communication. From the standpoint of acmeological approach, foreign language communicative competence is a multilevel integral personal quality that allows a person to set and effectively solve problems and problems of different levels of complexity in the sphere of foreign language interaction. The future specialist, who has reached a high level of formation of foreign language communicative competence, is able to act productively on the basis of foreign language competences in various, including professional situations [3].

Achieving a high level of foreign language communicative competence's formation is possible only if the efficiency of the educational process and the level of future aviation specialists' knowledge is increased, appropriately using innovative methods in training. The time requirements for foreign language teaching methods aim the teacher to a non-standard approach in foreign language teaching and the use of innovative learning technologies that promote the development of creative abilities, creativity, and have an intense information base. Today, innovative technologies

in higher aviation educational establishments include such approaches to foreign language teaching as: interactive methods of teaching and using technical teaching aids (computer and multimedia).

We have already mentioned that the communicative approach in the process of foreign language teaching, namely professionally oriented English, is implemented through the following activities: creating problem situations to solve these problems in groups, case-study, group discussions, business games, role plays of the most typical professional communication situations of aviation specialists, and described in detail the case-study method, namely specific situations analysis (air crashes) and video tutorials. [7].

It is interactive technologies that create favorable teaching conditions in which future aviation professionals feel their success and intellectual ability. The purpose of the interactive process is to change and improve the behavior patterns of its participants, who are both listeners and active participants in the communication process. The teacher at the same time performs the functions of the assistant, the consultant, the organizer, becomes one of the sources of information; students and teachers act as equal subjects of the educational process [5, p. 7].

In this article, we will focus on the use of technical teaching aids, namely, the use of a personal computer, which plays a major role in the system of technical teaching aids. This tool, unlike all others, not only displays but also processes information. The computer implements the most important didactic principle of feedback, which allows you to use this tool not only to provide educational information, but also to manage educational activities, taking over some of the functions of the teacher. This control is implemented according to a given program in the process of "a student – a computer" interaction [6].

The technical and didactic capabilities of the personal computer allow students to use it as a tool, as a means of communication and as a technical means of teaching. The computer, as a tool, makes it possible: to produce professional texts using special programs for creating and processing texts (for example, word processor Microsoft Word); production of handouts using special programs (Zarb, Übungen per Mausclick, etc.); processing of the entered information by realization of various transformations (arrangement, redirection, etc.); to create your own multimedia presentations (for example, Microsoft Power Point).

Combining printed texts, graphics, moving video, static pictures and audio records; creating "virtual reality" of real communication, multimedia tools allow all future professionals' sense organs to be actively involved in performing tasks. It's proved that the usage of multimedia materials computer nets minimizes training time almost thrice; and memorization level, because of simultaneously using of image, sound and text, increases to 30-40 percent [1].

Nowadays, the computer is a multifunctional technical means of learning/teaching, which is designed to perform a range of didactic functions. One of the most important features is the dialogic form of "a student – a computer" interaction, which allows students to use a personal computer as a language partner. This property is especially important for problem situations modeling in order to consolidate speech skills. At the same time, students, making mistakes, do not feel inconvenience, and receive clear instructions on how to correct it. Also, students have the opportunity to proceed individually to the processing of the next part of the educational information and can independently choose the level of the educational material' complexity.

Availability of technical means allow teachers to plan interesting activities, that cause creating of active controlled communicative environment, where the process of studying is performed. Thus, "a student – a computer" interaction, from simple information exchange or execution of commands transforms into polyhedral activity in this environment, and as a result, new unlimited possibilities are given for students [2].

The use of the World Wide Web and computer information technology is very relevant. The importance of information on the Internet is that you can always use, if necessary, the latest information on a particular topic. The use of the opportunities, provided by the Internet in foreign language classes, allows the formation of reading skills, directly using the materials of the network of varying severity; developing listening skills based on authentic audio texts on the Internet, also properly prepared by the teacher; improving the skills of monologue and dialogic utterances on the

basis of problem discussion presented by the teacher or one of the students of the network materials; formation of written language skills, individually or orally composing answers to partners, preparing essays, etc.; increasing vocabulary, both active and passive, the vocabulary of a modern foreign language; acquaintance with the rules of culture of behavior, which include language etiquette; features of language behavior of different peoples in terms of communication, features of culture, traditions of the country whose language is studied; formation of stable motivation of foreign language activities in the classroom on the basis of systematic use of "live" materials, discussion not only of questions to the textbook, but also "hot" problems of interest to everyone [8].

Computerized foreign languages teaching has a number of advantages [4]: variability of application at different stages of teaching; the possibility of application at any stage of work in practice; educational material is better perceived and easier to remember by students; economical use of study time; individualization of training, determination of depth and sequence of mastering, pace of work; registration of student data; collection and processing of statistical data on students' individual educational activities; reduction of work types that tires the students; use of various audiovisual teaching aids (graphics, sound) to enrich and motivate learning, visual and dynamic material presentation; branching of the learning sequence based on the analysis of student errors; adaptation of existing educational materials to computerized learning conditions; creating a comfortable learning environment; introduction of experimental research; activation of students' educational activity; intensification of training and motivation level increasing; formation of students' self-esteem and creation of conditions for independent work. All these advantages of computerized education assist to solve the main task of language education – the formation of students' professional foreign languages competence [4].

Conclusion. Therefore, we can state the fact, that the use of modern technologies, such as interactive teaching methods, and using of technical teaching aids, namely, a personal computer, in foreign languages teaching, allows future aviation professionals to learn more material in a shorter time, intensifies their learning, opens opportunities for individual learning, strengthens language learning motivation, provides effective clarity of the educational process and thus contributes to the gradual formation of future aviation specialists in accordance with modern requirements of foreign language communicative competence.

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СУЧАСНІ ІННОВАЦІЇ ПРИ ВИКЛАДАННІ ІНОЗЕМНИХ МОВ У ВИЩИХ АВІАЦІЙНИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

Анотація. У статті окреслені дидактичні можливості сучасних інновацій, які використовуються для поліпшення інішомовної підготовки авіаційних фахівців для досягнення достатнього рівня їхньої комунікативної компетентності.

На сьогодні інішомовна комунікативна компетентність виражає необхідність

соціально-комунікативної взаємодії у полікультурному просторі, і тому стає предметом уваги фахівців.

Наголошено, що досягнути високого рівня сформованості іноземної комунікативної компетентності можливо лише за умови підвищення ефективності навчального процесу і рівня знань майбутніх авіафахівців у вищих авіаційних навчальних закладах, доречно використовуючи у навчанні інноваційні технології, які містять такі підходи до викладання іноземних мов, як: інтерактивні методи викладання та використання технічних засобів навчання (комп'ютерних та мультимедійних засобів).

У даній статті основна увага сфокусована на використанні технічних засобів навчання, а саме на використанні персонального комп'ютера, техніко-дидактичні можливості якого дозволяють студентам використовувати його у якості інструменту, як засіб спілкування та як технічний засіб навчання.

У статті окреслені дидактичні функції комп'ютера, а саме діалогічна форма взаємодії студента з комп'ютером, що дозволяє використовувати персональний комп'ютер як мовного партнера. Ця властивість має особливо важливе значення для майбутніх авіафахівців для моделювання проблемних ситуацій з метою закріплення навичок мовленнєвої діяльності.

Охарактеризовано плюси використання всесвітньої мережі Інтернет та інформаційних комп'ютерних технологій на заняттях з англійської мови, а також визначено ряд переваг комп'ютеризованого навчання іноземних мов, які направлені на вирішення основного завдання мовної освіти – формування в майбутніх авіафахівців професійної іноземної комунікативної компетентності.

Відтак нами констатовано, що використання сучасних новітніх технологій під час вивчення іноземних мов дає можливість майбутнім авіафахівцям засвоїти більше матеріалу за короткий термін, активізує їхню навчальну діяльність, відкриває можливості для індивідуального навчання, посилює мотивацію вивчення мови, забезпечує ефективну наочність навчального процесу, і тим самим сприяє поступовому формуванню у майбутніх професіоналів відповідної до сучасних вимог іноземної комунікативної компетентності.

Ключові слова: авіаційний фахівець, комунікативна компетентність, персональний комп'ютер, професійно орієнтована англійська мова, сучасні технології навчання.

Одержано редакцією: 01.02.2021 р.
Прийнято до публікації: 10.02.2021 р.